LESSON MAKER PRO

Cue and Connect

Use listening moves to shape a group decision.

GRADE 9 · 9.1.L.1

9.1.L.1 "Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Let each speaker finish before you respond.
2. Use a calm voice and a comfortable way to show attention.
3. Invite others to speak, but accept a pass.
4. Ask what a pause or gesture means instead of guessing.

HOW TO PLAY Teams of 3 or 4

1. Agree to the four rules, choose one TOPIC card, and set a six-minute timer.
2. Take one ROLE card each. With three players, take the three roles other than Clock Captain. All three share its job, and the person nearest the timer calls stop.
3. Shuffle two copies of the eight MOVE cards. Deal four to each player and set any extras aside. Start the timer.
4. Discuss the topic. Finish a MOVE starter and play its card only when it truly fits what is happening. You may leave cards unused.
5. Stop when the timer sounds. State any agreement, open differences, or unchanged views with reasons. Check only the reflection statements that are true for you.

AFTER THE ROUND Check what you did

- [ ] I waited for a pause instead of interrupting.
- [ ] I used my voice and body to show attention in a way that worked for me.
- [ ] I checked a person's meaning or cue instead of guessing.
- [ ] I stated the group's views accurately, whether we agreed or not.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Welcome Activity

What 10-minute homeroom activity could help new students feel welcome?

TOPIC

Project Choice

What is a fair way for a group to choose a project idea when time is short?

TOPIC

Free Period

How could your class use a free 15-minute period so different students can join in?

ROLE CARDS · one per player

ROLE

Pause Spotter

Watch for interruptions and signal when someone has not finished speaking.

ROLE

Meaning Mapper

Listen for whether a speaker's idea has been restated accurately.

ROLE

Voice Scout

Offer someone who has not spoken a chance to join, and accept a pass.

ROLE

Clock Captain

Watch the six-minute timer and call stop when it sounds.

MOVE CARDS · deal 4 to each player

MOVE CARD

CHECK BACK

"I heard you say ____; did I get that right?"

MOVE CARD

CHECK BACK

"So your main point is ____; is that right?"

MOVE CARD

ASK MORE

"When you said ____, what did you mean?"

MOVE CARD

ASK MORE

"Could you explain how ____ would work?"

MOVE CARD

INVITE VOICE

"Would you like to share a thought about ____?"

MOVE CARD

CUE CHECK

"I noticed you paused; would you like ____?"

MOVE CARD

SUM UP

"What I hear so far is ____; is that accurate for everyone?"

MOVE CARD

HOLD A VIEW

"I still think ____ because ____."

Cards last longer on thick paper.

Cue and Connect

RUNNING THE ROUNDS

After one six-minute round, students can switch topics and roles for another round using a fresh deal. If participation is uneven, prompt the Voice Scout to offer an invitation without requiring anyone to speak; assess accurate listening and cue control, not the number of cards played.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	A short partner game could help new students meet people. [Pauses.]
Ben	I noticed you paused; would you like more time to think?
Ava	No, thanks. Students could pass on any question.
Mia	So your main point is that students should be able to pass; is that right?
Ava	Yes. What I hear so far is one idea, a partner game with a pass option; is that accurate for everyone?

LISTEN FOR

- Waits for a speaker to finish before taking a turn
- Restates an idea and checks whether the speaker agrees
- Notices a pause without assuming what it means
- Summarizes agreement or open differences without inventing either

There are no right answers to the topic cards. Score the moves students make, not their opinions.